YEAR 8 ENGLISH (LAP) Differentiated Curriculum C.BEKE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Week** | **Assessment Task[[1]](#footnote-1)** | **Differentiated Curriculum[[2]](#footnote-2)** | **Result** | **Future Changes** |
| Poetry | Term 1  Wk 2-9 | Exam | What students need to know:   * Types of poems * Structure of a poem * Sound techniques * Visual techniques * Deep analysis of two poems * Extended written response to a poem | 2010   * Year average 51% * Class average 49%   2011   * Year average 69% * Class average 54% | 2010   * More time on extended written response, providing a set scaffold   2011   * Confirm with English faculty terms to be taught in this unit of work: * Visual * Auditory * Olfactory * Gustatory * Tactile * Kinaesthetic |
| Novel | Term 1-2  Wk 10-8 | Alternate / Additional chapter | What students need to know:   * Difference between fiction and non-fiction texts * Types of genre * Features of a novel: Characters; Plot; Setting; Style and Themes * Reading and analysis of two modified texts * Descriptive writing: Verbs & Adverbs; Nouns & Adjectives; Speech Marks and Apostrophes | 2010   * Completion rate of task higher for class (92%) compared to year (65%) * Year average 40% * Class average 45%   2011   * Completion rate higher for class (100%) compared to year (96%) * Year average 42% * Class average 31% | 2010   * Alternate strategies for students to complete assessment task   2011   * Descriptive writing activities to include   + Past, present & future tense  + First, second & third person |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drama | Term 2-3  Wk 9-6 | Script & Performance | What students need to know:   * Reading and an analysis of a play   + Staging & Stage direction   + Character analysis * Differences between a narrative & script * How to write a script from a narrative * How to perform | 2010   * 100% completion rate across the year (group work) * Year average 58% * Class average 65%   2011   * Still to be assessed | 2010   * More time to be spent on developing the assessment script   2011   * Students to learn correct terminology for dramatic techniques[[3]](#footnote-3) * Success of unit is determined by students’ behaviour. Very unsettled class made it difficult for group task to be successful. Speak to English faculty about the development of an alternate assessment task |
| Dreamtime | Term 3-4  Wk 7-4 | Personal response to 3 texts | What students need to know:   * Aboriginal culture: **Information report** on the similarities and differences between two cultures * Dreamtime stories: **Narrative** * Aboriginal artwork: **Visual literacy with descriptive writing** | 2010   * 100% completion rate across the year * Year average 52% * Class average 50%   2011   * Still to be assessed | 2010   * Not a very structured unit of work with little guidance on assessment task and uniformity within marking * Use [www.writingfun.com](http://www.writingfun.com) website to assist students in writing tasks   2011   * Still to be reviewed |
| Picture Books | Term 4  Wk 5-10 | No formal assessment | What students need to know:  ***Program still to be provided for unit of work to be modified*** | 2010   * Topic not covered |  |

YEAR 9 ENGLISH (Low Ability) Differentiated Curriculum by C.BEKE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Week** | **Assessment Task[[4]](#footnote-4)** | **Differentiated Curriculum[[5]](#footnote-5)** | **Result** | **Future Changes** |
| Shakespeare | Term 1  Wk 2-10 | Persuasive writing | What students need to know:   * Who Shakespeare was * Shakespearean life   + Class system   + The theatre   + The language * Reading and an analysis of a Shakespearean play * Why Shakespeare is relevant to us today | 2010 (Unit taught in line with preparing students for NAPLAN)   * Year average 25% * Class average 28%[[6]](#footnote-6)   2011 (Unit taught in line with preparing students for NAPLAN)   * Class completion rate higher (100%) than year (94%) * Year average 26% * Class average 33%6 | 2010   * The assessment task is way too difficult for low ability students to succeed at. Not only do they have difficulty with the study of Shakespeare, they find it extremely difficult to apply their knowledge. Need to liaise with English faculty about providing an alternate assessment task to cater for low ability students.   2011   * Even with providing students with a NO FEAR version of a Shakespeare play, students still find it difficult to complete the assessment task individually. Need to look at an alternate assessment task. |
| Feature Article | Term 1-2  Wk 11-6 | Feature article | What students need to know:   * Layout and language features of a feature article * Deep analysis of at least two feature articles * The importance of pictures * Discussion on arguments for and against on a controversial issue * Research skills | 2010 (Assessment task included group work where they needed to present their topic and develop a group discussion)   * Year average 39% * Class average 42%   2011   * Class completion rate higher (83%) than year (76%) * Year average 45% * Class average 47% | 2010   * Students found it difficult to write about an assigned topic, even though they were given a choice. Also found it difficult to work in groups and discuss/debate the topic.   2011   * Students found this unit of work far more enjoyable when they could work independently and choose their own topic to research and write about. |
| Novel | Term 2-3  Wk 7-5 | Narrative | What students need to know:   * Reading of Holes with chapter quiz questions to ensure basic understanding of novel (Here questions). | 2010   * Year average 47% * Class average 27%   2011   * Still to be assessed | 2010   * Students require a lot more guidance in completing the assessment task. Focus on one theme from the book that students can write about.   2011   * Still to be reviewed |
| Poetry | Term 3-4  Wk 6-3 | Speech | What students need to know: | 2010 (Assessment task included a written poem)   * Year average 34% * Class average 43%   2011   * Still to be assessed |  |
| 21st Century | Term 4  Wk 4-10 | No formal assessment | What students need to know:  ***Program still to be provided for unit of work to be modified*** | 2010   * Topic not covered |  |

1. The assessment task was developed by the English Faculty according to the syllabus requirements. [↑](#footnote-ref-1)
2. The curriculum is modified on the basis of what all students need to know in order to complete the assessment task. [↑](#footnote-ref-2)
3. Possible source - http://sawstonvc.org/docs/file/Content/Departments/English/Year\_11/english\_yr11\_dramatic\_techniques.pdf [↑](#footnote-ref-3)
4. The assessment task was developed by the English Faculty according to the syllabus requirements. [↑](#footnote-ref-4)
5. The curriculum is modified on the basis of what all students need to know in order to complete the assessment task. [↑](#footnote-ref-5)
6. The assessment task was way above student capabilities. Scaffold and a lot of guidance provided to students to complete the task successfully. [↑](#footnote-ref-6)